

(January to March, 1927.  
(April to July, 1927, overseas.)

## Parents' National Educational Union.

### The Parents' Union School.

(Address: THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLET.)

#### FORM III.

PUPILS' NAMES .....

#### Bible Lessons.

In all cases the Bible text (as given in book used) must be read and narrated.

*Old Testament History*,\* by J. M. Hardwich and the Rev. H. Costley-White, D.D. (Murray, 3/6), Vol. V., pp. 3-66. (Selections from *II. Kings*, *Jeremiah*, *Isaiah*, *Micah*, *Nahum*). *The Saviour of the World*,\* Vol. IV. (P.N.E.U. Office, 3/-), pp. 66-133, with Bible passages from index.

*St. Luke's Gospel*,\* chapters 8-16. *St. Luke* (Revised Version) with notes by E. Wilton South (Cambridge Press, 2/6), may be used.

Optional: (a) *S.P.C.K. Bible Atlas* (1/-). (b) *Historical Geography of the Holy Land*, by S. R. Macphail (Clark, 1/-), pp. 72-94. (c) *Helps to the Study of the Bible* (Oxford Press, 3/6). (d) *The Prayer Book in the Church*, by the Rev. W. Hume-Campbell (Longmans, 3/-), pp. 29-44, with lessons on Lent, Holy Week, Easter.

For Sunday Reading (optional):

(a) *Ecce Homo*, *Ecce Rex*, by Mrs. Rundle Charles (S.P.C.K., 2/6), pp. 252-306. (b) *Joan of Arc*, by Mark Twain (Chatto & Windus, 3/6). (c) *The Roll Call of Honour*, by A. T. Quiller-Couch (Nelson, 1/9), pp. 15-99.

Sunday Occupations:

A Book of Centuries (see notes by Miss Bernau, P.N.E.U. Office, 4d.). Choose and inscribe texts and mottoes.

† The 107th term of work set since the Parents' Union School began.



For private daily Bible reading, children may use *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6), or, *Lectiones* (Spottiswoode, 1d. each, 1926). Hymns: *Songs of Praise* (Oxford Press, 2/6 or 6d.). *Daily Prayers for Schools: Jubilate Deo*, by L. James (Oxford Press, 1/-).

#### Writing.

*A New Handwriting* (is not script), by M. M. Bridges (P.N.E.U. Office, 5d. a card), teacher to study instructions (6d.); work from card 6. Choose and transcribe passages from *Richard II.*, and other books set.

#### Dictation (*A New Handwriting* to be used).

Two or three pages or a passage (to be prepared first) from a newspaper, or, from the prose and poetry set for reading; words not known to be visualized (see *Home Education*, pp. 240-243); a paragraph to be then dictated.

#### Composition. (Oral or written narration each day.)

Write, in verse or prose, on (a) some subject in "Literature," (b) some historical character taken from the Programme, (c) the news of the week. Doggerel must not be written. See *A Senior English Grammar*, pp. 166-179, but metres of poems read should be followed.

#### English Grammar. (See N.B. 3.)

Parse and analyse, each week, from a book of poetry and of prose, making progress each term (see *A New Junior Grammar*).

First year: *A New Junior English Grammar*,\* by R. B. Morgan (Murray, 2/-), pp. 94-123, with additional exercises from Morgan's *Exercises in English Grammar*\* (Murray, 1/9). Second year: *A Senior English Grammar*,\* by R. B. Morgan and H. A. Treble (Murray, 3/6), pp. 41-66.

#### Literature (including holiday and evening reading).

*The History of English Literature for Boys and Girls*,\* by H. E. Marshall (Jack, 10/6), pp. 110-146; 182-190. Shakespeare's *Richard II.*\* (Blackie, Plaintext, 6d.). Palgrave's *Golden Treasury*\* (Oxford Press, 2/-). Scott's *Quentin Durward*\* (Nelson, 1/6). Read from Froissart's *Chronicles* (Macmillan, 4/6): Poitiers, Richard II., Wat Tyler, etc.

#### English History.

Arnold-Forster's *A History of England*\* (Cassell, 8/6), pp. 208-265 (1327-1485), chapters 26-34 inclusive. Make a chart of the 15th Century (see reprint from *P.R.*, July, 1910, 3d.). Read the daily news and keep a calendar of events: take *The Home and Class Room* section of *The Times* (*Times Office* direct, 6/- a year). Teacher will find useful Quennell's *A History of Everyday Things in England*, Part III. (1400-1499), (Batsford, 3/-), or, *Life and Work of the People of England* (15th Century), by D. Hartley and M. Elliot (Batsford, 4/-).

#### General History.

*The Story of Mankind*, by H. Van Loon (Harrap, 7/6), pp. 155-205, or, *A First History of France*,\* by L. Creighton (Longmans, 5/-), pp. 85-133 (1328-1482). *Stories from Indian History*,\* by E. R. Sykes, Vol. I. (C.L.S.I., 2/-), pp. 135-158.

Keep a Book of Centuries (P.N.E.U. Office, 1/9, notes by Miss Bernau, 4d.), putting in illustrations from all the history studied during the term (Bible, English, French, General). Visit British Museum or local museum: The Stone Age. The following may be used: *Ancient and Medieval Art*, by M. W. Bulley (Methuen, 10/6), lesson 1 (with post-cards, p. xxix.); British Museum, *Guide to the Antiquities of the Stone Age* (Oxford Press, 2/6); British Museum Post-cards, Series 15 (Oxford Press, 1/-).

#### Citizenship.

*Ourselves*,\* Book I. (Kegan Paul, 4/6), pp. 95-117. North's Plutarch's *Lives: Demosthenes*\* (Blackie, 10d.). Smith's *Smaller Classical Dictionary* (Dent, 2/6). *Classical Atlas* (Dent, 2/6). *The Golden Fleece*,\* by L. S. Wood (Oxford Press, 3/6), pp. 13-48.

#### Geography.

In all cases, "Ambleside" map questions to be answered from map before each lesson; then reading and narration; memory sketch maps.

*Ambleside Geography Book V.*\* (Kegan Paul, 5/-), pp. 109-161 (Africa). *From Pole to Pole*, by Sven Hedin (Macmillan, 10/-), pp. 169-211. Geikie's *Physical Geography*\* (Macmillan, 1/9), sections 40-102. Philip's *Modern School Atlas of Physical, Political and Commercial Geography*\* (7/6).

Know something about foreign places coming into notice in the current newspapers (see under History). Ten minutes' exercise on maps of the world every week. Teacher may find useful *Out-door Geography*, by H. Hatch (Blackie, 3/-).

N.B.—Members using *Ambleside Geography Book IV.* instead of Book V. may take pp. 54-97, 185-293 (Belgium, Holland, Spain, Portugal), with the *Reconstruction of Europe* (P.N.E.U. Office, 9d.).



**Natural History and Botany.**<sup>1</sup>  
*Winners in Life's Race*,\* by A. Buckley (Macmillan, 6/-), pp. 43-88. *The Study of Plant Life*, by M. C. Stopes (Blackie, 6/-), pp. 35-71. Keep a Nature Note-Book (P.N.E.U. Office, plain 2/-, interleaved 1/9, see *Home Education*, pages 54-55), with flower, bird and insect lists, and make daily notes. For out-door work, some special study suitable to season and climate, see *A Nature Study Guide*, by W. S. Furneaux (Longmans, 6/6); star studies. *The Changing Year*, by F. M. Haines (Wadsworth, 3/-), may be used.

<sup>1</sup> Overseas members see special leaflet.

**General Science.**

*A Voyage in Space*\*, by H. H. Turner (S.P.C.K., 7/6), pp. 87-137. *The World of Sound*\*, by Sir William Bragg (Bell, 5/-), pp. 131-196.

**Picture Talk.**

Study, describe (and draw from memory details of) six reproductions\* of pictures by Rembrandt (P.N.E.U. Office, 2/- the set): see the special notes in the *Parents' Review*, January, 1927, also *Home Education*, pp. 307-311, and *School Education*, p. 239.

**French.**<sup>1</sup> (See N.B. 3.)

*Nouveaux Pas en Français*, by M. Chapuzet and W. Daniels (Harrap, 2/6), lessons 1-14 inclusive, with grammar and exercises. Teacher study preface. Read and narrate *Malficeli*\*, by Aimé Rebald (Harrap, 2/3); parse two pages.

Read several poems and learn one from *Recueil de Poèmes*\*, by J. Molmy, Vol. II. (Blackie, 6d.).

**Latin.** (See N.B. 3.)

*Gradatim*\* (Longmans, 2/-); translations 73-79 (inclusive), for narration, taking necessary grammar from Dr. Smith's *First Latin Course*\* (Murray, 4/-), e.g., sections xxx. and xxxi., and Passive Indicative and Imperative of "capio."

**German.**<sup>1</sup> (See N.B. 3.)

*Primary German Course*\*, by O. Siepmann (Macmillan, 5/-), Lessons 10-12 inclusive. Teacher study preface, using the lessons (with narration), exercises, grammar, stories, poems, etc., as suggested.

or, preferably, **Italian.**<sup>1</sup> (See N.B. 3.)

Perini's *Italian Conversation Grammar*\* (Hachette, 6/6), work Exercises 1-6, taking only necessary grammar.

<sup>1</sup> Schools may substitute the national language.

Learn sentences on p. 216. For narration: five stories from *Cento Racconti per Fanciulli*\* (P.N.E.U. Office, 1/8).

**Arithmetic.** (See N.B. 3.)

Pendlebury's *New Shilling Arithmetic*\*, (Bell, 2/3), pp. 11-31, or continue. Quick mental exercises. Revise back work; examples may be taken from Nelson's *Arithmetic Practice*, Part VI. (Teacher's Book, 1/4). Important: to be read in leisure time, *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9).

**Geometry.** (See N.B. 3.)

*A Shorter School Geometry*\*, by H. S. Hall and F. S. Stevens (Macmillan, 4/6), pp. 60-62, 64-68. *The School Set of Mathematical Instruments* (Macmillan, 1/6).

**Algebra.** (See N.B. 3.)

*A School Algebra*\*, by H. Hall, Part I. (Macmillan, 3/6), pp. 56-58, 95-103.

**Drawing.**

Teacher should consult: *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

Illustrate six ballads or old chronicles. Studies in Perspective. Memory drawings. Figures: 2 minutes' poses and figures on horseback. Paint-box with specially chosen paints and brush (P.N.E.U. Office, 5/-). Join the P.U.S. Portfolio (Miss Allen, c/o P.N.E.U. Office).

**Musical Appreciation.**

Brahms: *The Term's Music*, by C. H. Glover (Kegan Paul, 4/6), and see "Our Work" (January P.R.). *The Listener's Guide to Music*, by P. Scholes (Oxford Press, 4/-). *Musical Groundwork*, by F. H. Shera (Oxford Press, 3/6), Term VII.

**Recitations.**

Learn two suitable passages of about 20 verses each from chapters in Bible Lessons; Psalm 107 and a hymn. A scene from *Richard II.*, or, two poems from one of the following: *A Book of Verse*, by Sir H. Newbolt (Bell, 2/-); *Historical Lyrics and Ballads before 1485* (Blackie, 1/-).

**Reading** (including holiday and evening reading).

Books set under Literature, History, Geography, should afford exercise in careful reading and in composition. Poetry should be read daily. Bulfinch's *Age of Fable*\* (Dent, 2/-), pp. 304-332. Read from Froissart's *Chronicles* (Macmillan, 4/6). *Long Will*, by F. Converse (Dent, 2/-).



**Music.**

Choose and learn a suitable composition from *The Term's Music* (Brahms).

**Singing.**

Three French songs, *French Songs with Music* (Blackie, 6d.).

For unaccompanied singing: three songs from *The Women's Institute Song Book* (P.N.E.U., 3d.); see *On Music Teaching*, by W. H. Leslie (P.N.E.U., 6d.). *The Pocket Sing-Song Book* (Novello, words and music, 1/6). *Ten Minutes' Lessons in Sight-Singing*, (Curwen, 3/-). *Fifty Steps in Sight-Singing*, by Arthur Somervell, steps 47-50 (Curwen & Son, 2/6); 50 Exercises for Pupils, 9d. a set.

**Drill, etc.** (Choose new work.)

*Board of Education Syllabus of Physical Training for Schools*, 1919 (Eyre & Spottiswoode, 1/6): take six consecutive tables. *An Introduction to the English Country Dance*, Description and Tunes of 12 Dances, by Cecil Sharp (Novello, 4/6), or, separate dances, music with instructions (direct from Messrs. Novello, 9d.). *Scandinavian Dances*, Series I. (Ling Association, directions 3½d., Music 8½d.). *How to Teach Dances* (Evans, 4/6). Ex-students, House of Education Drills. For Drill Music, *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. Hockey, Net-ball,

**Work.**

Teacher should consult: *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

Do some definite house or garden work. *Gardening for Children*, by J. Gwynn (Harrap, 2/6). *Cardboard Modelling*, by C. W. D. Boxall (Charles, 2/6): make six models, (Ambleside students take House of Education models.), (Materials from Philip & Tacey Ltd., 69 High St., Fulham, London, S.W. 6). *Tablet Weaving*, by M. W. Peach (Dryad, 1/6): weave belts, trimmings, etc. *Designing Games* (Dryad Leaflet, No. 40, 6d.). Boys and girls, darn and mend garments from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. *Constructive and Decorative Stitchery*, by L. G. Foster (3/6): make a garment. For acting, *Piers Plowman's Pilgrimage*, *A Morality Play*, by Mrs. G. K. Chesterton (Samuel French, 1/6), or, a scene from *Quentin Durward*. Take Scouting and Guiding Tests. Help the "Save the Children Fund," 42 Langham Street, London, W.1.

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Pupils should spend two years in Form III. (average ages 12 and 13).

For Notes see enclosed Leaflet of General Rules.



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### FORM III.

PUPILS' NAMES.....

#### Bible Lessons.

- I. 1. Give an account of the siege and the deliverance of Jerusalem in the days of Hezekiah.
2. Describe fully an incident from the life of Jeremiah. How were his prophecies received by king and people? Why?
- II. 1. Which three parables teach us of the "joy in heaven over one sinner that repenteth"? Write fully on one of them.
2. What does our Lord say about (a), saving our life and losing it, (b), the light of the body, (c), the barren fig tree, (d), offences.
3. "I see men as trees, walking." Write the story with comments (*Saviour of the World*).

Writing. (Writing is also considered in each answer).

Write ten lines of poetry from memory.

Dictation (unprepared). (Spelling is also considered in each answer.)

Bulfinch's *Age of Fable*, page 21, "Jupiter . . . gods."

#### Composition.

1. Write, in verse, which must scan, (otherwise in prose), on one of the following,—Joan of Arc; Bertrand du Guesclin; beautiful sounds; the Phoenix; the effect of spring sunshine.
2. Narrate (do not describe), (a), a scene from *Quentin Durward* in which "Le Balafré" appears, or, (b), the scene at Ely House: Enter John of Gaunt, sick.



### English Grammar.

1. Analyse, parsing the words in italics,—

"In summer, *on the headlands,*  
The Baltic Sea *along,*  
Sits Neckan with his harp of *gold,*  
And sings his plaintive song . . . .  
He sings *not of the ocean,*  
*Its shells and roses pale.*  
*Of earth, of earth, the Neckan sings ;*  
He hath no other tale.

(Senior English Grammar.)

2. Name four different types of adjective and give examples of each in sentences.
3. From what parts of speech can adverbs be formed? Make sentences showing the formation of four different kinds of adverbs,

or, (Junior English Grammar.)

2. Use the following words in sentences, (1) as present participles, (2) as gerunds, (3) as verbal nouns,—  
*climbing, thinking, painting, boiling, growing.*
3. Write down the principal parts of the following verbs and say to which conjugation each belongs,—*slay, wear, bring, grind, drive, creep.*

### Literature.

1. Give some account of the "wondrous dream" that came to Langland as he slept upon the Malvern Hills.
2. "In the *Canterbury Tales* we have, for the first time in the English language, pictures of real men and . . . women." How did these tales come to be written? Describe three of the Pilgrims.
3. Describe two of the following as shown in (a), *Quentin Durward*, or, (b), *Richard II.*,—Louis XI., the Duke of Burgundy, Lord Crawford, King Richard, Bolingbroke, Mowbray, Hotspur.

### English History.

1. Give some account of "the ruin of France" in the reign of Edward III. Dates.
2. "He is young, we can do with him what we please." Give some account of the speaker and of the king referred to, and describe in detail (according to Froissart) the scene before the Abbey of St. Bartholomew.
3. Who were the rival claimants of the Houses of York and Lancaster for the Throne? Show by a table the origin of their respective claims, and describe the course of the war that followed.

### General History.

1. What do you know of (a), the people, (b), self-government, (c), trade, in the Middle Ages?
- or, 1. Write a brief account of the reign of (a), Charles the Wise, (b), Louis XI. Dates.
2. Describe, with rough sketches, some of the relics of Paleolithic Art that have been found.
3. "Resolved . . . to make myself master of India. Did so." How did Tamerlane carry out this resolve?

### Citizenship.

1. Show that we all have generous impulses. Give examples also from the books studied this term. What fallacies sometimes keep us from being generous?  
(Only for children who have read *Ourselves*.)
2. "He won him marvellous fame for his great eloquence and plain manner of speech." By what means did Demosthenes attain this distinction?
3. Give some account of the Wool Trade in England in the 13th and 14th Centuries. Mention some of the buildings which still bear witness to it.

### Geography.

1. Give a rough sketch map of the Basin of the Nile, putting in the boundaries, divisions, the Nile and its tributaries, and the chief towns.
2. Give some account of Egypt and the Sudan,
- or, 1. Give a rough sketch map of Belgium, putting in the boundaries, physical features and chief towns.
- or, 2. Describe (a), the country and the people of Belgium, (b), three of the old cities.
3. Describe, with a rough sketch map, a journey from Shanghai and through Japan.
4. (a), The grass is wet with dew, (b), there is a mist on the mountain top, (c), the sky is overcast. Explain the cause of each of these appearances.

### Natural History and Botany.

1. Give some account of the life in the deep sea, "about 1800 feet" down.
2. What do you know about the influence of light upon plants? Drawings.
3. What duties do the stems of plants perform? Give examples. Illustrate by drawings the branching of six different kinds of trees.



### General Science.

1. Write a short account of the history of the telescope, and the difficulties which astronomers had to meet and overcome.
2. Give some account of the wonderful powers which the ears possess in hearing different kinds of sound. How do we produce different sounds with the voice?

### Picture Study.

Describe "The Woman with the Scales," by Rembrandt.

(Another picture may be taken if this one has been missed.)

### French. (All answers to be written in French.)

1. Describe (a), the house and garden of Monsieur Duclos, or, (b), an incident from *Malficeli*.
- or, 1. Write a short paragraph about Joan of Arc.
2. Show, in 8 sentences, different forms of the demonstrative pronouns *this* and *that*.
3. Write sentences in the future tense about six things that you hope to do or see next week.

### Latin.

1. Form and give the comparative and superlative of the adverbs from,—*fortis*, *doctus*, *pulcher* and *malus*.
2. Write the Pres. Ind. Act. of "fero"; the Pres. Subj. of "volo"; the Imperf. Subj. of "eo."
3. (a), Translate Gradatim No. 75 from "Ludovicus" to "petit," (b), read the Latin of this, then write narration.

### German.

1. Write a German sentence about each person, and three things, in the picture on p. 47 *Siepmann*.
2. Make German sentences, using the 3rd person singular of the following verbs in the Present and Imperfect Indicative,—*hangen*, *gehen*, *stehen*, *sitzen*, *geben*.

### or, Italian.

1. Make up an Italian sentence about each day of the week.
2. Translate *Perini*, Exercise 4, "Have you William's exercises?" to the end.

### Arithmetic.

1. If £18073 : 2 : 3 was spent in building 23 cottages, how much did each cost?
2. In a certain household 14oz. of flour on an average is used per day. How long would  $\frac{1}{2}$  cwt. last?
3. If 3 metres of wire weigh 16 g. 92 cg., find the weight of 243 metres.

### Geometry.

1. If two triangles have two angles and a side of the one equal to two angles and a corresponding side of the other the two triangles are congruent.
2. If two sides of a triangle are equal the angles opposite these sides are equal.
3. In a triangle ABC,  $AB=AC$ ; X and Y are the middle points of AB and AC respectively. Prove  $BY=CX$ .

### Algebra.

1. Plot the points (1, 2), (11, 2), (9, 8). Show that the triangle formed by joining these is isosceles.
2. On the same axes plot the two graphs,  $y=2x$  and  $y=2x-3$ .
3. Write down the values of the following,—  
(1)  $(5x+2y)(5x-2y)$ ; (2)  $(2-x)(4+2x+x^2)$ ;  
(3)  $499 \times 501$ .

### Painting. (All work should be done with brush and in colour.)

1. An original illustration for a ballad, or old chronicle, with figures on horseback.
2. A cupboard with the door open, showing contents.

### Musical Appreciation.

What (a), songs, (b), pianoforte works, (c), instrumental and orchestral music by Brahms have you heard? Write notes on one of each.

### Recitations.\*

Father to choose two Bible passages and a poem, or, a scene from *Richard II*.

### Reading.\*

Father to choose a poem and a leading article from a newspaper.

### Music.\*

Examine in work done.

### Singing.\*

Father to choose an English, a French, and a German song, and three exercises.

### Drill.\*

Report progress.

### Work.\*

Outside friend to examine. List of work completed to appear on *Parents' Report*.

N.B. 1.—Examination to begin on Monday, April 4th. Papers to be posted on Saturday, the 9th, with no other enclosure.



N.B. 2.—Subjects thus indicated (★) to be marked on the *Parents' Report* according to Regulations, and marks to be added up. For scale of values see head of Report Form.

N.B. 3.—Members are asked to read the Regulations carefully, as much time is lost by the examiners when (*a*), there is no numbered list of the subjects sent for examination, (*b*), the papers for each child are not fastened together, (*c*), the name of the *member* does not appear, or (*d*), the totals of parents' marks are not given.

N.B. 4.—Cambridge paper and the special envelopes should be used. Answers may not be written on both sides of the paper. The papers should be tied together loosely with string at the left-hand corner, and should be packed flat.

N.B. 5.—Please note carefully the Regulations as to the number of papers to be sent in by Schools.

N.B.—Members are asked to state on the Parents' or Teachers' Report Form (*a*), how the pupil has worked during the term; (*b*), if there has been any handicap on account of illness during the term; (*c*), the reason for the omission of subjects in the examination.